

# Castle Primary's **Geography** Curriculum

## Skills Progression

Year 1/2	Year 3/4	Year 5/6
<p><b>1. Locational Knowledge</b></p> <p>a. name and locate the world's seven continents and five oceans;</p> <p>b. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</i></p> <p><b>2. Place Knowledge</b></p> <p>a. compare the UK with a contrasting non-European country.</p> <p>b. compare a local city/town in the UK with a city/town in a contrasting non-European country;</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</i></p> <p><b>3. Human &amp; Physical Geography</b></p> <p>a. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> <p>b. use basic geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</i></p> <p>c. use basic geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><b>4. Geographical Skills &amp; Fieldwork</b></p> <p>a. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>b. use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>c. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>d. devise a simple map and use and construct basic symbols in a key.</p> <p>e. use simple fieldwork and observational skills to study the geography of the surrounding area /school grounds, including key human and physical features.</p> <p>f. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</i></p>	<p><b>1. Locational Knowledge</b></p> <p>a. locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions and key physical and human characteristics.</p> <p>b. name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate.</i></p> <p><b>2. Place Knowledge</b></p> <p>a. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Central America.</p> <p>b. explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe.</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>town, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</i></p> <p><b>3. Human &amp; Physical Geography</b></p> <p><b>Describe and understand key aspects of:</b></p> <p>a. physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes, rivers and the water cycle.</p> <p>b. human geography, including: economic activity, trade links, types of settlement and land use.</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</i></p> <p><b>4. Geographical Skills &amp; Fieldwork</b></p> <p>a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>b. use symbols and keys (including the use of simple Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</p> <p>c. use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</i></p>	<p><b>1. Locational Knowledge</b></p> <p>a. use maps to locate the world's countries with a focus on Europe, and South &amp; North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>b. name and locate counties and cities of the United Kingdom, identifying their human and physical features, including coasts, mountains and land-use patterns; showing change over time.</p> <p>c. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>atlas, index, coordinates, latitude, longitude, contour, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, altitude, peaks, slopes, continent, country, city, North America, South America, border, key</i></p> <p><b>2. Place Knowledge</b></p> <p>a. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Europe and South &amp; North America.</p> <p>b. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</i></p> <p><b>3. Human &amp; Physical Geography</b></p> <p><b>Describe and understand key aspects of:</b></p> <p>a. physical geography, including: climate zones, biomes and vegetation belts, mountains and coasts;</p> <p>b. human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water;</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</i></p> <p><b>4. Geographical Skills &amp; Fieldwork</b></p> <p>a. interpret a range of sources of geographical information including: diagrams, aerial photographs, maps, atlases, globes and digital/computer mapping.</p> <p>b. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</p> <p>c. use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: <i>atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</i></p>

# Castle Primary's *Geography* Curriculum

## Long-Term Knowledge Plan A

	YEAR 1/2	YEAR 3/4	YEAR 5/6
<b>Autumn Term</b>	<b>Place Knowledge &amp; Geographical Features SMALL AREA STUDY – MOW COP</b>	<b>Locational Knowledge, Physical Geog &amp; Mapping: DESTRUCTIVE POWERS OF NATURE</b>	<b>Locational Knowledge, Human Geog &amp; Mapping: ENERGY &amp; THE ENVIRONMENT</b>
	<b>Skills:</b> 1b, 1c, 2a, 2c, 3b, 3c, 4a, 4c, 4f  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Recognise familiar places in the local area.</li> <li>Use different maps to gather information about the local area.</li> <li>Recognise map symbols and use a key.</li> <li>Locate places / landmarks on a map.</li> <li>Use photographs to identify basic human and physical features.</li> <li>Compare features of different areas.</li> <li>Recognise a range of housing types.</li> <li>Express views about the environment and begin to suggest improvements.</li> </ul>	<b>Skills:</b> 1a, 1c, 3a, 3c, 4a, 4d  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name and describe the properties of the layers that make up the Earth.</li> <li>Name the key parts of a volcano and how it is formed.</li> <li>Describe what happens when a volcano erupts.</li> <li>Know where most volcanoes are found.</li> <li>Describe some risks and benefits of living near the volcano.</li> <li>Explain why earthquakes occur.</li> <li>Explain how to keep safe during an earthquake or tsunami.</li> <li>Describe a tsunami and explain how it occurs.</li> <li>Describe the damage caused by a tsunami.</li> <li>Explain how tornadoes form and where they happen.</li> <li>Describe how scientists collect data from storms.</li> </ul>	<b>Skills:</b> 1b, 1d, 3b, 3c, 4a, 4d  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>List the resources a settlement needs to thrive.</li> <li>Name some of the methods of power generation used in the UK.</li> <li>Name some of the renewable methods of power generation used in the UK.</li> <li>Explain why foods are exported &amp; imported.</li> <li>Identify benefits and drawbacks of importing food.</li> <li>Identify ways to reduce water wastage and energy usage.</li> <li>Explain how small changes can lead to a big impact.</li> <li>Identify ways to reduce my carbon footprint.</li> <li>Name areas of the world most affected by food shortages.</li> </ul>
<b>Spring Term</b>	<b>Place Knowledge &amp; Geographical Features COMPARISON – UK &amp; MEXICO</b>	<b>Locational Knowledge, Physical Geog &amp; Fieldwork: RIVERS &amp; THE WATER CYCLE</b>	<b>Locational Knowledge, Physical Geog &amp; Mapping: COASTS &amp; MOUNTAINS</b>
	<b>Skills:</b> 1b, 1c, 2b, 2c, 3b, 3c, 4a, 4c, 4f  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name key features of the countries - UK and Mexico.</li> <li>Identify national flags and emblems.</li> <li>Know the difference between town and country locations.</li> <li>Compare features of different places.</li> <li>Recognise basic human and physical features.</li> <li>Explain what the locations are like using key geographical vocabulary.</li> <li>Describe similarities and differences between UK and Mexico.</li> </ul>	<b>Skills:</b> 1a, 1b, 1c, 3a, 3c, 4a, 4b, 4c, 4d  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Describe water in its solid, liquid and gaseous state.</li> <li>List the main events in the water cycle and explain how it keeps going.</li> <li>Know what <i>evaporation</i>, <i>condensation</i> and <i>precipitation</i> are.</li> <li>Explain what causes flooding.</li> <li>Know how a river is shown on a map.</li> <li>List the features of a river's course.</li> <li>Describe how water erodes a riverbank.</li> <li>Describe how deposition changes the shape of a river.</li> <li>List ways in which rivers are used.</li> <li>Describe what a dam is and know the location of a major dam.</li> </ul>	<b>Skills:</b> 1a, 1b, 1d, 3a, 3b, 3c, 4a, 4b, 4d  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name features of a coastline and how they are formed.</li> <li>Identify the location of some famous UK coastal features and how it has been affected by coastal erosion.</li> <li>Describe how a coastline may have looked in the past and how it may look in the future.</li> <li>Locate mountains on a map.</li> <li>Identify the country a mountain range is in.</li> <li>Describe what a hill might look like based on its contours.</li> <li>Identify <i>the valley</i>, <i>the summit</i>, <i>foot</i>, <i>slope</i>, <i>outcrop</i>, <i>a ridge</i>, <i>tree line</i>, <i>snow line</i> and <i>plateau</i> of mountains.</li> <li>Describe how fault lines in the Earth's crust move to create mountains.</li> <li>Describe how pressure from magma under the Earth's surface creates dome mountains.</li> <li>Identify similarities between mountain climates and identify the risks.</li> <li>Describe the positive and negative effects of tourism on a mountain area.</li> </ul>
<b>Summer Term</b>	<b>Mapping &amp; Fieldwork: OUR SCHOOL &amp; SURROUNDING AREA</b>	<b>Locational Knowledge, Human Geog &amp; Mapping: TRADE LINKS &amp; ECONOMIC ACTIVITY</b>	<b>Place Knowledge, Mapping &amp; Fieldwork: THE AMERICAS</b>
	<b>Skills:</b> 4b, 4c, 4d, 4e, 4f  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Describe familiar places in the local area – including school and home.</li> <li>Understand key features of maps.</li> <li>Use simple compass directions and locational / directional language.</li> <li>Make observations of the basic human and physical geography of the school / area.</li> <li>Identify map symbols in a key.</li> <li>Plan a route, giving reasons for choice.</li> <li>Compare distances.</li> <li>Explain the order a postal address is written.</li> </ul>	<b>Skills:</b> 1a, 1c, 2a, 2c, 3b, 3c, 4a, 4d  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Explain what trading is.</li> <li>Explain the difference between imports and exports.</li> <li>List goods imported and exported from the UK.</li> <li>Name some countries the UK exports goods to and imports from.</li> <li>Name goods exported from El Salvador to the UK.</li> <li>List products that are traded fairly.</li> <li>Describe how goods can be the product of more than one country.</li> <li>Describe how trade takes place today.</li> <li>Describe how trade took place in the past (link with Tudor work).</li> </ul>	<b>Skills:</b> 1a, 1c, 1d, 2a, 2b, 3a, 3c, 4a, 4c, 4d  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Identify countries and cities on a map.</li> <li>Identify similarities and differences between a place in America and where they live. Focus on: - <i>climate</i>, <i>physical geography</i>, and <i>human geography</i> features.</li> <li>Explain the difference between physical and human geography.</li> <li>Explain how latitude affects the geography and climate of a region.</li> <li>Describe the significance of the equator, tropics, and poles.</li> <li>Use co-ordinates to locate places on a map.</li> <li>Describe key features of some of the Americas.</li> </ul>

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## Long-Term Knowledge Plan B

	YEAR 1/2	YEAR 3/4	YEAR 5/6
<b>Autumn Term</b>	<b>Physical Geography &amp; Fieldwork WONDERFUL WEATHER</b>	<b>Locational / Place Knowledge, Human Geog &amp; Mapping: OUR EUROPEAN NEIGHBOURS</b>	<b>Locational Knowledge, Physical Geog &amp; Mapping: ALL AROUND THE WORLD</b>
	<b>Skills:</b> 3a, 3b, 4a, 4c, 4e, 4f	<b>Skills:</b> 1a, 1c, 2b, 2c, 3b, 3c, 4a, 4b, 4d	<b>Skills:</b> 1c, 1d, 2a, 2b, 3a, 3c, 4a, 4d
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name types of weather in the UK.</li> <li>Recognise weather symbols.</li> <li>Identify daily changes in weather and compare different weather types.</li> <li>Identify seasonal changes across a year.</li> <li>Identify the UK on a map or globe.</li> <li>Find hot and cold countries on a map or globe.</li> <li>Know some dangers of the weather and how it can affect people's lives.</li> <li>Know how to observe and record the weather.</li> <li>Know how to use simple equipment to observe, measure and record the weather.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know where Europe is on a world map or in an atlas.</li> <li>Identify the countries in Europe (including the location of Russia).</li> <li>Identify the national flags of European countries.</li> <li>Know what currency each country uses.</li> <li>Describe differences between European countries – physical or human features.</li> <li>Identify major capital cities in Europe and some of their features.</li> <li>Describe differences between European capital cities – physical or human features.</li> <li>Identify features of European countries / cities that are tourist attractions.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know the position and significance of the Equator, the Northern Hemisphere and the Southern Hemisphere.</li> <li>Identify lines of latitude and longitude on a map.</li> <li>Know how to use lines of latitude and longitude to find places on maps and atlases.</li> <li>Describe the key features of the Polar Regions.</li> <li>Compare the Polar Regions to the UK.</li> <li>Compare the climate of the tropics with the UK climate.</li> <li>Explain the position and significance of the Prime Meridian.</li> <li>Understand the position and significance of world time zones.</li> </ul>
<b>Spring Term</b>	<b>Locational Knowledge &amp; Mapping WHAT A WONDERFUL WORLD!</b>	<b>Location Knowledge, Physical &amp; Human Geog, Mapping: THE UNITED KINGDOM</b>	<b>Physical &amp; Human Geography &amp; Mapping: THE WORLD'S CLIMATE</b>
	<b>Skills:</b> 1a, 1c, 3a, 3c, 4a, 4b, 4c, 4d, 4f	<b>Skills:</b> 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4d	<b>Skills:</b> 3a, 3b, 3c, 4a, 4c, 4d
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name and locate the continents and oceans of the world using a map or globe.</li> <li>Know key features of the continents.</li> <li>Know the continent that we live in and describe key features.</li> <li>Understand how a journey can be made around the world.</li> <li>Know how to follow a 'journey line'.</li> <li>Name the 4 points on a compass.</li> <li>Locate hot and cold countries around the world.</li> <li>Recognise landmarks and other features from aerial photographs.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Name and locate the countries and cities of the UK.</li> <li>Know the 8 compass points to describe the location of the countries and cities.</li> <li>Name and locate the main rivers and seas of the UK using a map or atlas.</li> <li>Name and locate some of the counties of the UK.</li> <li>Understand where some of the names of places came from historically.</li> <li>Name and locate areas of high ground in the UK.</li> <li>Identify ways that places have changed over time.</li> <li>Understand why places have changed over time.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know that there are different climate zones across the world.</li> <li>Locate 6 different climate zones on a world map – <i>polar, temperate, arid, mountains, Mediterranean &amp; tropical</i>.</li> <li>Understand why places have different climates.</li> <li>Know the characteristics of the UK climate, including variation in rainfall and temperature.</li> <li>Know the causes of seasons.</li> <li>Locate places on a world map that experience extreme climates e.g. <i>the driest, hottest, wettest, coldest climates</i>.</li> <li>Understand the interaction between weather and human activity.</li> </ul>
<b>Summer Term</b>	<b>Locational Knowledge &amp; Mapping / Fieldwork: OUR COUNTRY</b>	<b>Locational Knowledge, Human Geog &amp; Fieldwork: LAND USE IN OUR LOCALITY</b>	<b>Locational Knowledge, Human Geog &amp; Fieldwork: SOMEWHERE TO SETTLE</b>
	<b>Skills:</b> 1b, 1c, 2c, 3c, 4a, 4b, 4c, 4d, 4f	<b>Skills:</b> 1b, 1c, 3b, 3c, 4b, 4c, 4d	<b>Skills:</b> 1b, 1d, 3b, 3c, 4a, 4b, 4d
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Locate the UK using a map.</li> <li>Name the 4 countries of the UK.</li> <li>Identify key features of the four countries.</li> <li>Name the 4 capital cities of the UK.</li> <li>Know some of the key features of London using keywords – <i>landmarks, travel, transport, maps</i>.</li> <li>Understand a 'journey line' and know the 4 compass directions and locational / directional language.</li> <li>Understand the differences between 'town' and 'countryside'.</li> <li>Understand the differences and similarities between London and Mow Cop.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Identify the purpose and features of a sketch map.</li> <li>Know how to read and use a key and symbols on a map.</li> <li>Name important landmarks in the local area.</li> <li>Know ways we use land in the UK.</li> <li>Understand the terms 'urban' and 'rural'.</li> <li>Locate some urban and rural areas in the UK and in the locality.</li> <li>Know different types of rural places.</li> <li>Understand how land use has changed over time.</li> <li>Know ways in which farming has changed since 1950.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know what a settlement is.</li> <li>Identify important features of a settlement site.</li> <li>Give reasons why a settlement might be unsuitable.</li> <li>Know how settlements in Britain were built at different times in history e.g. <i>Roman, Anglo-Saxon, Viking</i>.</li> <li>Identify who built a settlement in Britain from clues in its name.</li> <li>Identify land use in Britain using a digital map.</li> <li>Understand why land use is similar / different in separate places within Britain.</li> </ul>